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ABSTRACT

The Title I Teacher-Trainee Program was begun in the U.S. Virgin Islands in 1971. The purpose of the 5 year program was to improve the quality of public education by increasing the number and quality of graduate native teachers specializing in early childhood education. At the same time the program aimed to supply a large force of teaching assistants to afford improved individualized instruction at a primary level. This report evaluates the processes and accomplishments of the program. Requirements for admission, academic courses and workshop activities, and the involvement and performance of the teacher-trainees are described. The participating public schools and the roles of their students and staff members are mentioned inasmuch as they relate to the Title I program. Also included in this report are sample forms used for the evaluation of teacher-trainee performance. Results of the program have been mixed, and recommendations are offered for making future programs in the Virgin Islands more effective. (GC)

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ESEA TITLE I

1974-1975

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NOVEMBER 1975

ESEA TITLE I

UNITED STATES VIRGIN ISLANDS

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FY 1975

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FOREWORD

This evaluation was conducted through the services of the Division of Planning, Research and Evaluation of the Department of Education. The Division of Planning, Research and Evaluation assumed responsibility for the Title I Evaluation for 1974-75 as of September 1975, and therefore did not have ongoing contact with the program as it developed. This is therefore a "product" evaluation rather than a "process" evaluation. That is, the report is based on available written data and retrospective interviews with Title I personnel and one member of the CVI faculty. It was not based on a pre-formulated evaluation design and does not contain a large amount of "hard" data.

It does, however, describe certain major developments in the program and their overall influence on program operations.

The 1975-76 school year will be the last year of the Title I Teacher Trainee program. Evaluative services will be available to the program on an ongoing basis this year and the report at the end of that period will be the result of a "process" evaluation.

This report was prepared under an agreement with the Virgin Islands ESEA Title I office utilizing funds granted by the U.S. Office of Education to the Virgin Islands under this program. The opinions contained herein are those of the author and do not necessarily reflect those of the Virgin Islands Department of Education or the U.S. Office of Education.

The activities conducted under this agreement were in accordance with Title VI of the Civil Rights Act of 1965.

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I The Program

A. Background and Introduction

The Title I Teacher Trainee Program was funded to begin in September 1970. The need for adequate lead time for setting up the program delayed the beginning until February 1971. The program was seen as a means of satisfying the need for local degreed teachers as well as providing teaching assistants in the elementary grades. The Virgin Islands Title I program differs from the conventional ones in that its overall objective is to "...improve the quality of Virgin Islands public education by increasing the number and quality of graduate native teachers specializing in early childhood education while providing a large force of teaching assistants to afford improved individualized instruction in the kindergarten to third grades..." 1/

It was hoped that during the five year period of the program 100 certified resident teachers with a concentration in early childhood education would be added to the Virgin Islands school system . Additionally, while earning their degrees at CVI the trainees would serve as teaching assistants in primary classrooms under the supervision of cooperating teachers.

1/ Virgin Islands Department of Education, Teacher Trainee Program, ESEA Title I, April, 1971.

Due to the experimental nature of the program, many aspects of it have had to be by trial and error. Many program policies have had to be changed and many trainees have had to leave the program, for personal as well as academic reasons.

The program was initially approved for five years (9/70-6/75). As of the end of the 1973-74 school year a total of 14 trainees had completed the program, but 30 additional trainees were expected to complete the program if allowed to continue for one more year. In light of this, the Department of Education petitioned USOE to extend the program for an additional year. The class of 1976 will therefore be the final group of graduates under this program.

B. Current Program - Overview

In spite of many policy changes, the main thrust of the program has remained unchanged. Trainees were required to spend ten hours weekly in the classroom instead of the original 15 hours and attend a two-hour workshop each month. Beginning with the 1973-74 school year, trainees were registered as full-time instead of part-time students and required to take 12 or more credit hours each semester. Although this was the requirement, a number of trainees could not register as full-time students because their grade point average was too low. They were urged to improve their grade point averages and to register as full-time students as soon as they had achieved this. No punitive action was taken with those who failed to achieve this standing.

There were also some changes in the policies of the College of the Virgin Islands in that an English Proficiency Examination Requirement for graduation was instituted. The test is required of all students who were matriculated as of the fall 1973 semester.

> This English proficiency examination is designed to test comprehensively the students' ability to handle skills necessary for clear and effective expository writing.
>
> The test is administered to students each semester immediately after they have completed ENGLISH III - ENGLISH 112, or the equivalent. Students in the bachelor of arts program completing 90 credits and students in the associate in arts program completing 55 credits will not be allowed to register for further courses until they have passed the test.[2/]

Some of the trainees had been matriculated before 1973. However, the proficiency exam is also required, as can be seen in the paragraph above, in other cases. This affected some members of the 1975 graduating class. A group of CVI students, including the teacher trainees, decided to seek a legal decision. The decision was in favor of the trainees in question as the policy was deemed unclear in the case of graduating students.

Another academic policy which was strictly enforced was that of maintaining a Grade Point Average of at least 2.0 on a four-point scale. After one semester of grades below 2.0 students are placed on probation and after two consecutive semesters of low grades the student is dropped from the program. Three trainees were dropped from the program for academic failure.

2/ College of the Virgin Islands, Catalog 1974-1976.

As recommended by the USOE review team, two Teacher Trainee Coordinators, one for the St. Croix district and one for the St. Thomas/St. John district, were hired through the Department of Education as of October 1975. This relieved the cooperating principals and the Title I office of much of the paperwork that they were responsible for the previous year. These coordinators are responsible for the overall guidance and supervision of the trainees.

An on-site visitation form was developed by the coordinators. This instrument facilitates monitoring of trainee classroom activity and progress. Other forms were developed and/or revised such as: (1) Evaluation Form; (2) Trainee Review Form; (3) Teacher-Trainee Profile for counseling purposes; (4) College or School Schedule; and, (5) Observation and Interview Records. The Teacher Trainee Coordinators also produced a newsletter to be circulated among all program participants including parents. Two issues were printed and distributed during 1974-75.

The Planning Committees were revived and another attempt was made at organizing parent participation. While the Planning Committee was active, the Parent Advisory Council again had less success.

II The Participants

A. The Population Served

1. School Selection

Selection of schools for participation in Title I programs is usually made on the basis of educational need and residence in an area having high concentrations of children from low-income families. The schools in the U.S. Virgin Islands are very nearly comparable in terms of income levels of the families of the students. School participation was based on School Lunch survey data which gave the percentage of low income family children attending each school. Additionally, zoning for school attendance is not very strict and many children attend schools near their parents' place of business rather than near their homes. This makes for a more heterogeneous school composition. The trainees were therefore assigned to whichever schools cooperation of the principals and the teachers could be obtained in.

In the St. Thomas/St. John district the 41 trainees were assigned to 13 public elementary schools, three parochial schools and one private school. In the St. Croix district the 17 trainees were assigned to eight public elementary schools and one private school. The distribution of the trainees, by school and grade, is shown on the table on the next page.

TABLE I
TRAINEE ASSIGNMENTS BY SCHOOL AND GRADE

School	Number of Trainees by Grade								
	K	1	2	3	4	5	6	Other	Total
St. Thomas-Public									
Gramboko		1			1		3		5
Jarvis (Lincoln)		1		1	1	1	1		5
Jefferson Antilles		1		1					2
Jefferson Annex	1							Open class 2	3
Kirwan Terrace			2	1					3
Lockhart	1				1	1			3
Madison			1		1				2
Marcelli				1			1		2
Nisky					2				2
Tuitt	1	1							2
Tutu (Jose Gomez)		1							1
Total - Public	3	5	3	4	6	2	5	2	30
St. Thomas-Parochial									
All Saints	1						1		2
Lutheran	1		1						2
Sts. Peter and Paul		3							3
St. Thomas-Private									
Antilles		1							1
St. John-Public									
Julius Sprauve	1		1						2
Guy Benjamin								Non-Graded	1
St.Thomas/ St. John Total	6	9	5	4	6	2	6	3	41

Table I
Trainee Assignments by School and Grade continued....

School	Number of Trainees by Grade								
	K	1	2	3	4	5	6	Other	Total
St. Croix-Public									
Alfredo Andrews				1					1
Charles Emanuel			2		1				3
Juanita Gardine		1							1
Alexander Henderson	1		1				1		3
Pearl B. Larsen								Reading Lab	1
Claude O. Markoe		1							1
Lew Muckle								Reading Lab	1
Eulalie Rivera								Ungraded 2	2
Insular Tr. School								1-Spec.Ed.	1
Total-Public	1	2	3	1	2		1	5	15
St. Croix-Parochial									
St. Patrick				1					1
Total-St. Croix*	1	2	3	2	2	0	1	4	16
TOTAL VIRGIN ISLANDS	7	11	8	6	8	2	7	7	57

*One trainee had been assigned to the Insular Training School, but had to be reassigned when the teacher resigned.

2. The Students

The Title I Teacher-Trainee Program was specifically aimed at serving students in the primary grades (K-3). While the majority of the trainees served these grade levels, some were assigned to classes outside of this range as long as they were elementary level. Students in four ungraded classes, two reading labs, and the Insular Training School were also served.

B. The Trainee

1. Turnover

As of June 1974 there were 78 students enrolled in the Title I Teacher-Trainee Program. The 1974-75 school year was to have been the final year of operation. The Teacher Trainee Program was scheduled to end in June 1975 and many trainees preferred to leave the program in search of more secure and better paying employment during the summer of 1974. Others withdrew under academic pressures. Personal reasons of various kinds also reduced the numbers. When the newly hired Teacher Trainee coordinators began there was an active register of 59 teacher-trainees in both districts, 42 in St. Thomas/St. John, and 17 on St. Croix. Table 2 shows the register activity from October 1974 to May 1975.

Table 2

Teacher-Trainee Register Activity
October 1974-May 1975

	St. Thomas/St. John	St. Croix	Totals
Register as of 10/74	42	17	59
Withdrawals	1	0	1
Admissions as of 1/75	1	0	1
Dropped for academic failure	1	2	33
Register as of 4/75	41	15	56
1975 Graduates	8*	4**	12
Register as of 6/75	33	11	44

* One of the eight trainees failed the final examination in a course and was not awarded her degree. She has, however, been accepted for a full-time teaching job and will repeat the course in September 1975.

** Three actually graduated in May and one was scheduled to complete her requirements during the summer of 1975.

2. Academic Requirements

a. Grade Point Average

One of the program regulations is that a trainee must maintain a 2.0 Grade Point Average. The first semester that the GPA falls below 2.0 the trainee is placed on probation. After two consecutive semesters of below 2.0 work the trainee is dropped from the program. By the end of the fall 1974 semester three trainees were dropped for that reason. One other trainee withdrew from the program to accept a full-time teaching position. The total did not change however, because as of January 1, 1975 there was one admission. The person who was admitted already had 96 college credits and a GPA of 1.92.

Table 3 shows the number of credits earned by the trainees as of the end of the fall 1974 semester.

Table 3

Number of Credits Earned by Teacher-Trainees as of January 1975

No. of Credits	No. of Trainees St.Thomas/St.John	No. of Trainees St. Croix	Total
1-10	0	0	0
11-20	1	0	1
21-30	2	0	2
31-40	0	0	0
41-50	2	2	4
51-60	6	1	7
61-70	3	2	5
71-80	4	3	7
81-90	11	2	13
91-100	3	1	4
101-110	6	3	9
111-120	3	1	4
Totals	41	15	56

b. Credit Load

Another program requirement is that each trainee carry at least 12 credits each semester. Since summer session attendance is no longer compulsory in the program, 24 credits yearly would enable the trainees to complete the 120-credit degree in a maximum of five years. However, several factors made it impossible to enforce this rule. Several trainees were on academic probation and were unable to carry a 12-credit load. Others were unable to acommodate the 12 hours of classwork into their schedules and still be able to spend the required ten hours in their assigned classrooms. In January there were, therefore, 30 full-time and 11 part-time trainees in the program on St. Thomas and 9 and 6 respectively on St. Croix. The 11 part-time students had a mean grade point average of 1.65. However, there were three part-time students with GPA's of 2.0 or better. The full-time students had a mean GPA of 2.38. On St. Croix the part-time students had a mean GPA of 2.41 and the full-time students, 2.61.

c. The CVI English Proficiency Examination

The regulations governing the English Proficiency Examination are described in Section I-B of this report. There were 11 students scheduled to graduate in May-June 1975, eight from the St. Thomas campus and three in St. Croix.

One additional student in St. Croix was scheduled to complete her requirements during the summer of 1975. All of these candidates had to take the English Proficiency Examination before graduation. Three candidates failed the examination and became ineligible to receive their degrees. A group of CVI students, including the teacher trainees, decided to take the matter to court since they had fulfilled all other requirements. The ruling was in favor of the students on the grounds that the regulations for graduating students were not clearly stated. Since the St. Croix CVI commencement exercises were held later than the St. Thomas exercises, the St. Thomas students who were awaiting the decision participated in the St. Croix ceremony.

d. Teacher Trainee Workshops

Prior to the 1973-74 school year workshops were held for cooperating teachers only. There was no in-service training for the trainees. During 1973-74 a series of workshops was introduced for the trainees only. During the 1974-75 school year ten such workshops were scheduled for each district. Two of them were cancelled on St. Thomas. Local resource persons from the Department of Education and the College of the Virgin Islands were utilized. An honorarium was paid to each of the resource persons.

Attendance at the workshops is compulsory as part of the trainees' in-service training. Of the 41 trainees on St. Thomas, six had legitimate reasons for being unable to attend, such as conflicts in class schedules, leaving 35 possible attendants. Tables 4 and 5 show the workshop schedules and attendance. The average attendance for St. Thomas was 21 persons, or 60% of the available number.

The fewest number of trainees (eight) attended the December 10, 1974 session entitled "Teacher-Principal Relations". The greatest number attended the May 7, 1975 session entitled "The Teacher and the Union". The February 18 workshop "The Parents' Stake in the Curriculum" which parents were asked to attend instead of having a regular Advisory Committee meeting, drew only 49% of the available trainees.

There was a marked increase in workshop attendance for the new year. While the December 10 meeting had only been attended by eight trainees, the following session, January 28, was attended by 23. This might be attributable to the fact that trainee salaries were to be docked two hours for non-attendance at workshops as of the spring semester.

The St. Croix group had better attendance percentage-wise. However, there were only 15 trainees involved most of the year. The average number of trainees attending the St. Croix workshops was 12.5 or 83 percent. While 2 of the St. Thomas sessions were cancelled, the 10 sessions planned for St. Croix were held.

Table 4

ESEA TITLE I TEACHER-TRAINEE WORKSHOP SCHEDULE AND ATTENDANCE, 1974-75

ST. THOMAS/ST. JOHN

Workshop No.	Location	Date and Time	Topic	Attendance*	Resource Person
1	Kirwan Terrace School Library	Nov. 12, 1974 3:00 p.m.	Goals for the V.I. Public School System	Cancelled	Commissioner H. Haizlip, Mr. C. Turnbull
2	" "	Nov. 26, 1975 " "	Lesson Planning Essential	15 (43%)	Mrs. A. Callwood Mrs. A. Ortiz Mrs. A. Ragster
3	" "	Dec. 10, 1974 " "	Teacher-Principal Relationships II	8 (23%)	Mrs. D. George Mrs. O. Soldiew Mrs. R. Thomas
4	" "	Jan. 7, 1975 " "	Audio Visual Operations II	Cancelled	Mrs. F. Mills Mr. C. Jones Mr. F. Ayala
5	" "	Jan. 28, 1975 " "	The Case for Professional Advancement	23 (66%)	Dr. R. Gabriel Mrs. G. Kean Mrs. L. Creque
6	" "	Feb. 18, 1975 " "	The Parents Stake in the Curriculum	17 (49%)	Mr. U. Dench Mrs. Gillies Mrs. J. Griffith
7	" "	Mar. 18, 1975 " "	Developing Correct Teacher Attitudes	24 (69%)	Mrs. L. Wheatley Dr. H. Hoover Miss G. Abraham

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Table 4 (continued)
ESEA Title V Teacher-Trainee Workshop Schedule and Attendance, 1974-75, St. Thomas, St. John

Workshop No.	Location	Date and Time	Topic	Attendance*	Resource Person
8	Kirwan Terrace School Library	Apr. 8, 1975 3:00 p.m.	School Administration	19 (54%)	Miss E. Sewer Mrs. V. Wallace Mr. Anderson
9	" "	May 7, 1975 " "	The Teacher and the Union	32 (91%)	Mr. Dennis Mrs. Worth Mrs. H. Mercer
10	" "	June 10, 1975 " "	Teacher Awareness and Response to Community Needs	30 (86%)	Sister Marguerite Mrs. U. Muller Mr. Boschulte

*Since six trainees were unable to attend these sessions due to conflicts with classes and/or laboratories, the percentages are based on the available number of attendants (35)

Table 5

ESEA TITLE I TEACHER-TRAINEE WORKSHOP SCHEDULE AND ATTENDANCE, 1974-75
ST. CROIX

Workshop No.	Location	Date and Time	Topic	Attendance	Resource Person
1	Alfredo Andrews School Library	Nov. 11, 1974 3:00 p.m.	Goals for the V.I. Public School System	13 (87%)	Commissioner H. Haizlip or Mrs. G. Canegata
2	" "	Dec. 6, 1974 " "	Audio Visual Operations II	10 (67%)	Mr. L. Reed Mr. J. Oliver Mrs. L. Taby
3	" "	Jan. 17, 1975 " "	Lesson Planning Essentials II	13 (87%)	Mrs. K. Padda Mrs. A. Quinn Mrs. S. Palmer
4	" "	Jan. 31, 1975 " "	The Case for Professional Advancement	13 (87%)	Dr. Savage Mrs. P. Sewer Dr. Perkins
5	" "	Feb. 14, 1975 " "	Teacher-Principal Relationships II	11 (73%)	Mr. J. Sealey Mrs. E. Dennis Dr. G. Braekmans
6	" "	Mar. 7, 1975 " "	The Parents' stake in the Curriculum	15 (100%)	Mrs. D. Roebuck Mr. W. Durant Mr. N. Xavier
7	College of the Virgin Islands	Mar. 21, 1975 " "	Developing Correct Teacher Attitudes	13 (87%)	Mr. U. Benjamin Mrs. B. Francis Miss H. Nesbitt

Table 5 (continued)
ESEA Title I Teacher-Trainee Workshop Schedule and Attendance, 1974-75, St. Croix

Workshop No.	Location	Date and Time	Topic	Attendance	Resource Person
8	College of the V.I.	April 18, 1975 3:00 p.m.	School Administration	15 (100%)	Sr. V. Michelsen Mrs. R. Beagles Mr. J. Woodson
9	" "	May 9, 1975 " "	The Teacher and the Union	11 (73%)	Mr. R. Moorehead Mrs. H. Love Mrs. Christian
10	Dept. of Education Conference Room	June 20, 1975 " "	Teacher Awareness and Response to Community Needs	11 (73%)	Mr. A. Steele Mrs. M. Richards Mrs. V. Connors

* The 13 represents 12 active trainees plus one who had been dropped from the program, but wanted to attend the workshop.

3. The Graduates

The first two years of the program there were no graduates although two had been projected for the second year. In 1973 there were three graduates, in 1974, 11, and in 1975, 12. The mean GPA for the graduates was 3.40. Only one trainee fell below 2.0 and four had GPA's of 3.0 or more with one as high as 3.67. There was one trainee who was scheduled to graduate and did not receive her degree. As of June she had a GPA of 2.36, and had passed the English Proficiency exam. Before entering the program this trainee had accumulated 49 college credits and had been a substitute teacher for two years. She did not receive her degree because she failed the final exam in one of her courses.

She was, however, granted a full-time teaching position by the Virgin Islands Department of Education. To date, all of the graduates of the teacher trainee program have been absorbed into the school system.

Of the 36 trainees in the program as of June 30, 1975, it is estimated that 23 will graduate in 1976. There will be 11 who are scheduled to complete their requirements in 1977 and two in 1978. At present alternate means are being investigated to assist these students in completing their degrees.

4. Trainee Status as of June 30, 1975

A total of eleven students graduated during May-June 1975. Since the program's continuation had been uncertain, many of the trainees had made other plans for the completion of their degrees. Others were unable to continue for another year because of financial pressures. Still others were discouraged after having failed the proficiency examination or finding themselves experiencing severe academic problems.

As of June 1, 1975 there were 44 trainees left in the program, 33 on St. Thomas and 11 on St. Croix. One of the St. Croix trainees transferred to another college and one was recorded as having "dropped out"; that trainee had passed the CVI English Proficiency exam. Nine teacher trainees remained on St. Croix. On St. Thomas five trainees wrote letters explaining that they were accepting full-time jobs and would continue their studies on their own. They withdrew from the program as of June 30, 1975. One additional trainee was dropped for academic reasons as of the same date. Twenty-seven trainees remained on the St. Thomas roster, for a total of 36.

C. Supervisory Personnel

1. Teacher-Trainee Coordinators

During the 1972-73 school year CVI provided two Teacher Trainee coordinators to supervise, counsel and evaluate the teacher-trainees. At the end of that period these tasks were assigned to the cooperating teachers at each school. In the spring of 1974 the Title I Coordinator recommended to the Planning Committee that the Department of Education recruit two coordinators, one for each district, who would report to the Title I coordinator. In September 1974 recruitment efforts were begun and two coordinators were hired effective October 1974.

This step appears to have made many positive changes in the program. The Coordinators are employees of the Department of Education and are available to help the trainees with problems ranging from academic counseling to tracing delayed pay checks. The coordinators visit the trainees in the classrooms on a monthly basis and evaluate their performance at least four times a year. A revised visitation form is also completed after each visit. During the 1974-75 school year the trainees had an opportunity for self-evaluation. Each coordinator maintains individual files for each trainee which include academic records, teacher evaluations, trainee self-evaluations, profiles and records of conferences and counseling interviews.

The coordinators offer counseling for program planning, including special interests. By regular observations and consultations, they are able to guide the trainees into further study in areas where the trainees display or express special talents or interests. For example, there are some trainees who are interested particularly in art, music, special education, mathematics, etc. The teachers are also encouraged to utilize the special talents of these trainees. This individual counseling is invaluable in view of the wide range in ages, backgrounds, and experience (both practical and professional) that the trainees bring to the program.

2. Cooperating Principals

The hiring of the two Teacher-Trainee Coordinators has also been beneficial in terms of the cooperating principals. It has freed them from a great deal of paper work and given them the time to offer their expertise in the business of teaching. They still provide overall supervision to the cooperating teachers and trainees. The principals, along with CVI advisors and Teacher Trainee Coordinators, decide on the classroom placement of the trainees. By necessity there is a close working relationship between the Teacher Trainee Coordinator and the school principals. The coordinators are available to the principals as well as the teachers to assist in the resolution of any problems that may arise in the trainee's working situation.

3. Cooperating Teachers

The cooperating teacher is an important figure in the entire teacher trainee program. While Title I provides an extra "hand" in the classroom, a special kind of dedication is required of these teachers. Again, the age, experience , and degree of maturity of the trainees are quite variable. There are some trainees with enough teaching experience, either as a substitute teacher or a classroom aide, so that they can take complete charge of the class. On the other hand, there are some who entered the program directly from high school. Some have had diverse employment experience, but none in the field of education. Still others are middle aged housewives in search of meaningful careers after raising several children.

Since the cooperating teacher is responsible for the day-to-day direction and supervision of the trainee, his/her contribution is invaluable. The teacher is also charged with submitting to the teacher trainee coordinator regular evaluations of the trainee's progress. The teacher has to be able to make assignments for the trainees which will make maximum use of his/her time and talent while maintaining a classroom situation which is conducive to learning for both the trainee and the students.

The cooperating teachers and the principals receive honoraria at the end of the year.

D. Planning Committee

In November of 1974 the Title I Coordinator sent letters to Community members on St. Thomas and St. Croix asking them to serve in the ESEA Planning Committee for each district. On St. Thomas the original committee members were:

1. Mrs. Gwendolyn E. Kean, Insular Superintendent of Curriculum and Instruction
2. Miss Almeade Benjamin, Assistant Principal Lockhart School
3. Mrs. Olive Soldiew, Principal, J. Antonio Jarvis School
4. Mrs. Eastlynne Fenton, Teacher, Tutu Elementary School
5. Mrs. Eunice J. Best, Teacher Trainee Representative
6. Sister Marguerite Brenna, Principal, Sts. Peter and Paul Elementary School
7. Mrs. Alicia Richards
8. Mrs. R.C. Spenceley
9. Miss Lynn Reid, Headmistress, Antilles Lower School
10. Mr. Milton Lindesay, parent

The first meeting was held on November 13, 1974. Present were Mrs. Kean, Miss Benjamin, Mrs. Fenton, Mrs. Best, Mr. Lindesay, and Sister Marguerite. Mr. Donovan, Title I Coordinator, explained the function of the planning committee.

Literature from the USOE and the revised Teacher Trainee program proposal were distributed. Among the subjects discussed was the development of a viable Parent Advisory Council, alternate Title I programs when the Teacher Trainee Program ends and possible ways of helping the teacher trainees who will not complete their degree when this aspect of the Title I program is phased out. The next meeting was held on January 28, 1975. At this time the committee decided that a proposal should be submitted for a one year continuation of the teacher trainee program as well as one for a more typical Title I program, i.e., Reading and/or Mathematics. It was also decided that since some trainees who were nearing graduation were encountering academic difficulties that counseling should be offered.

The third meeting, scheduled for February 19, had to be cancelled since there was a Principals and Supervisors meeting that many of the members had to attend. The meeting was rescheduled for March 25, 1975. The Insular Training School was the main topic on the agenda. The teacher who had been assigned to the Insular Training School by the Department of Education had resigned. Mr. Donovan had submitted a request to the Governor for authorization to attend a conference on the Neglected and Delinquent to be held during the period April 30 to May 2. His request had been disapproved. Several members felt that Mr. Donovan

should submit a second request. The proposal requesting a one year extension of the teacher trainee program was discussed along with a letter from Dr. John H. Rodriguez, Associate Commissioner for Compensatory Educational Program regarding its termination. The committee also discussed developing a proposal for a remedial reading and mathematics program at the junior high school level.

The problem of parental involvement was only touched on briefly and shelved for the next scheduled meeting, April 29, 1975. However, the March 25 meeting ended up being the final meeting of the 74-75 school year.

On St. Croix the Title I Teacher-Trainee Coordinator sent out a memorandum inviting the following people to serve as members of the planning committee.

1. Mr. James Sealey, Principal, Henderson School
2. Sr. Victoire Michielsen, Principal, St. Patrick School
3. Mrs. Jessica Hodge, Senior Planner, Emergency School Aid Act
4. Mr. Charley Mack, Guidance Counselor, Charles Emanuel School
5. Mrs. Judith Doran, Teacher, St. Mary's School
6. Mrs. Myrtle Richards, Parent
7. Mrs. Claudia Lenhardt, Teacher Trainee Representative

The group was invited to meet at Alfredo Andrews School on November 25, 1974. The program and the function of the

Planning Committee was explained by Mr. Donovan. The group discussed the phasing out of the teacher trainee program and the development of the new program emphasis. The question of developing a Parent Advisory Council was left with the members for thought and discussion at the next meeting which was scheduled for December 9. Scheduling conflicts prevented another meeting from being held until February 20. The agenda was the same as the February 19 St. Thomas meeting's. The group was very concerned about the Insular Training School situation. The resignation of the teacher meant that the trainee had to be reassigned since trainees must be under the supervision of a teacher.

One committee member brought up the possibility of the Teacher Corps Program for the Virgin Islands. The possibility of securing tutors for the trainees who were experiencing academic difficulties was also explored. The group was informed that an organizational meeting for the formation of a Parent Advisory Council was scheduled for February 26,1975.

The Planning Committee met next on March 13, 1975. The involvement of parents was again discussed, with some suggestions for using the PTA as a means of recruiting parents for the Advisory Council. The group was also informed that a proposal was being developed for a remedial program in the junior high schools.

E. Parent Advisory Council

In the fall of 1974 the Title I Coordinator sent a memorandum to school principals in both districts asking them to submit the names of five parents for possible participation on the Advisory Council. Each school submitted a list of parents and ten were selected for each group.

The first meeting of the St. Thomas/St. John Parent Advisory Council was held on January 20, 1975. Six parents were present and the Title I Coordinator chaired the meeting in the absence of any officers. Written materials were distributed explaining the ESEA program and the federal regulations governing it.

The Coordinator also explained the function of the Advisory Committee. Meetings were scheduled for once a month with a regular agenda. A meeting was scheduled for February 19th, but the parents were later asked to attend a trainee workshop entitled "The Parents' Stake in the Curriculum". This workshop was held on February 18th and the Title I staff thought it would be apropos.

Another meeting was scheduled for April 14, 1975.

On St. Croix the effort produced similar results. The parents were invited to the initial meeting on February 26th, six attended along with the two Title I staff members who

are stationed in St. Croix. Office of Education publications explaining the Title I program were distributed and the parents were asked to be prepared to discuss the program at the next monthly meeting which was set for March 26th. The fact that the Virgin Islands Title I program was so different from the written materials, the Teacher Trainee program had to be explained in some detail. The enrichment program at the Insular Training School also warranted some discussion.

Some of the parents wanted to discuss overall school problems, such as discipline, etc. The coordinator explained that these problems could be forwarded to to the proper authorities.

In spite of the initial interest shown at the first meeting, the March 26th meeting had to be cancelled because only one parent showed up. A memorandum was then sent to the other members of the council asking them to attend a meeting on April 18th.. This effort also proved to be in vain; three parents attended.

Perhaps the new program will attract more parents, since it is difficult to arouse interest when the program appears to be a bit removed from the children.

F. College of the Virgin Islands

During the early years of the Teacher Trainee Program the College of the Virgin Islands was directly involved. As time passed it appeared more feasible to handle some of the functions that CVI had been contracted for directly through the Department of Education. These involved providing teacher trainee coordinators to advise the trainees.

At present, the teacher trainees are not segregated in any way at CVI. They are all treated like any other education majors. Advisors are assigned to them as they are to all other students. The only extra contact that is maintained is that the teacher trainee coordinators and CVI personnel coordinate the classroom placements of the trainees so that the Title I program requirements and the College's student teaching requirements do not come into conflict. Otherwise the Title I teacher-trainees are considered regular students by the College Administration.

G. The Insular Training School

The Insular Training School (ITS) is a state-operated rehabilitative institution serving neglected, dependent and pre-delinquent children. It is located at Anna's Hope, St. Croix and serves neglected and/or delinquent children from the three U.S. Virgin Islands. The population as of the summer of 1974 was 53, 46 boys and seven girls. Twenty four boys and four girls were on extended home visits leaving 25 in residence. The residents range in age from 10 to 18 with a concentration in the junior high school age group of 14 to 16 (eight boys and three girls). The junior and senior high school pupils attend schools in the community while the elementary level children are taught in an ungraded class situation.

Since 1971 the Title I program has offered supplemental educational assistance to the ITS in the form of teachers, teacher aides and instructional materials. During 1973-74 a project was mounted for the construction of a multi-purpose learning center. Under the guidance of the Division of Vocational/Technical Education pupils from Central High School and older ITS male pupils would provide the labor and Title I the materials. Transportation became a problem and the Department of Education authorized the Vocational/Technical Department to purchase a used V.I. lottery van. The actual purchase never materialized. Work on this project was resumed during FY 1974-75. However, ITS population turnover left the major burden on the Central High School students.

Until 1974 the educational services offered were similar to those for regular pupils, although many of the ITS residents had been diagnosed by the Department of Social Welfare as having serious emotional and/or learning difficulties. Through a joint meeting of the Departments of Education and Social Welfare, an agreement was reached to replace the regular teacher with a Learning Disabilities teacher to be paid for from Special Education funds.

During the spring of 1974 the Title I office attempted to supplement the instructional program by supplying part-time teachers of art, music, and physical education. By the time the teachers were recruited and the contracts signed, it was mid-April. Realizing thelimited possibility for program impact by the end of the school year, the Title I coordinator contacted the three teachers and asked if they could arrange to begin in September, but no mutual agreement was arrived at.

In the fall of 1974 three other teachers had to be recruited for the enrichment program. Classes were begun in the three aforementioned areas. Each teacher worked six hours per week -- three hours on two days, conducting separate classes for boys and girls.

In April of 1975 Title I secured the services of an Environmental Studies Program (ESP) teacher. An ESP staff member also served as a resource person to ITS. The ESP teacher was responsible for briefing the students on the trips they were going to take. He was however, usually unable to make the trips due to his regular teaching schedule. The trips were conducted by the Title I Teacher Trainee

Coordinator for St. Croix. The schedule of trips for 1975 is as follows:

5/7/75 - Tour of Christiansted and Frederiksted

5/21/75 - Creque's Dam

6/4/75 - Salt River

6/19/75 - Hess Oil and Harvey Alumina

7/16/75 - Buck Island

7/30/75 - Tour of Charlotte Amalie

8/20/75 - St. John--National Park, Annaberg Ruins, Salt Pond

As of June 30, all of the planned trips had been made and the Teacher Trainee Coordinator and ESP resource person accompanied the group. About a dozen residents participated in each trip. (The ESP teacher and resource person will be on vacation during the summer months, but the Teacher Trainee Coordinator plans to continue the trips in their absence.)

According to Title I and ITS personnel, there was overall positive response to the enrichment programs. The least popular was the arts and crafts since some of the activities required more concentration than some of the students could or would give. The teacher began investigating alternate activities that required shorter attention spans.

In the physical education program the students learned participation and teamwork. There was particular enthusiasm about the music program because the students learned how to play instruments. The greatest problem here was the turnover because as students left ITS others had to be trained to replace them in the musical group.

ITS Epilogue

Despite the efforts of the Departments of Education and Social Welfare to offer a meaningful program for these children ITS was fraught with many other problems. During the summer of 1975 an executive order was issued from the office of the Governor ordering the closing of the Insular Training School as of October 1975.

III. Recommendations

1. Many of the trainees, through their wide range of experiences in and out of the program, have much to offer in terms of suggestions for program improvement. They should, therefore, be given an opportunity to have some formal input into the program. This might be accomplished through various types of evaluations by the trainees, including workshop evaluations.

2. An exit interview should be conducted with all trainees leaving the program, including graduates and transfer students, if possible. This process might yield valuable information on program impact on the trainees, as well as suggestions for future programs.

3. English remediation should be available to trainees before they take the English Proficiency Examination, i.e., all trainees earning a C or below in the basic English courses should attend.

4. To avoid a repetition of the past year's difficulties, trainees should be urged to take the English Proficiency Examination as soon as they become eligible and well before they are candidates for graduation.

5. With the phasing out of the teacher trainee program, additional efforts should be made to elicit parental participation. The 1975-76 plan will involve students more directly and it might be easier to recruit parents in the planning stages.

6. The Title I Newsletter should be printed on a regular basis, perhaps monthly, and circulated widely as a means of keeping all participants, as well as other interested persons, abreast of Title I developments.

7. The Department of Education should make every effort to assist the trainees who will not have graduated by June 1976 in completing their degree requirements.

APPENDIX A

FORMS

DEPARTMENT OF EDUCATION
CHRISTIANSTED, ST. CROIX 00820

TEACHER TRAINEE EVALUATION

Name of Teacher Trainee _____ Date _____

Cooperating Teacher _____

Grade _____ School _____

Evaluated by _____

Briefly describe the trainee's usual classroom activities: _____

Please evaluate according to the table below. (Also, please feel free to add comments to the side or on the back.)

1. - A rating of "1" is the superior or excellent rating.

2. - A rating of "2" indicates very good quality.

3. - A rating of "3" indicates generally satisfactory work.

4. - A rating of "4" indicates a definite weakness. It should indicate that the trainee seens capable of attaining satisfactory standards with guidance and supervision.

5. - A rating of "5" indicates a serious weakness and/or little effort. A "5" rating should indicate that it is questionable whether the trainee can attain a satisfactory level of performance in that area even with continued help.

6. - The mark "NA" indicates that there is no basis for a rating in that area.

Personal Traits	Rating	Comments
1. Shows enthusiasm for teaching.	_____	_____
2. Likes children and working with them.	_____	_____
3. Displays initiative and industry.	_____	_____
4. Possesses a good sense of humor.	_____	_____
5. Exhibits poise and self-assurance.	_____	_____
6. Seems emotionally well-adjusted.	_____	_____
7. Is punctual.	_____	_____
8. Is dependable.	_____	_____

Trainee-Children Relationship		
1. Shows understanding for children and their needs.	_____	_____
2. Exhibits warmth and affection towards children.	_____	_____
3. Is well liked by the children.	_____	_____
4. Secures interest and cooperation of children.	_____	_____
5. Respects children.	_____	_____

Professional Relationships		
1. Communicates with cooperating teacher.	_____	_____
2. Is cooperative with classroom teacher.	_____	_____
3. Is cooperative with principal and others in the school.	_____	_____
4. Makes intelligent use of criticism and suggestions.	_____	_____

Classroom Activities	Rating	Comments
1. Makes careful and thoughtful observations.	_____	_____
2. Handles class and school routines effectively.	_____	_____
3. Plans and teaches effective units.	_____	_____
4. Prepares and teaches effective lessons.	_____	_____
5. Makes effective assignments.	_____	_____
6. Uses audio-visual aids effectively.	_____	_____
7. Shares responsibility for condition of room and its attractiveness.	_____	_____

Scholarship and Subject Competence		
1. Uses standard English.	_____	_____
2. Speaks with good phrasing, voice inflection and modulation.	_____	_____
3. Spells correctly.	_____	_____
4. Writes or prints legibly.	_____	_____
5. Uses vocabulary appropriate to children.	_____	_____
6. Presents ideas simply and clearly.	_____	_____
7. Has fund of accurate facts, information and knowledge of subject matters.	_____	_____
8. Demonstrates knowledge of a broad cultural background.	_____	_____
9. Demonstrates intellectual interest and curiosity,	_____	_____
10. Is interested in learning about texts, references and supplementary materials.	_____	_____

COOPERATING TEACHERS" CONFIDENTIAL COMMENTS

GOVERNMENT OF
THE VIRGIN ISLANDS OF THE UNITED STATES

DEPARTMENT OF EDUCATION
CHRISTIANSTED, ST. CROIX, V.I. 00820

ESEA TITLE I - TEACHER TRAINEE PROGRAM

Trainee Evaluation

NAME _____

SCHOOL _____ Grade _____

COOPERATING TEACHER _____

_____

_____

Description of Class Activity _____

_____

_____

_____

_____

_____

Positive Aspects _____

_____

_____

_____

Suggestions to increase trainee effectiveness _____

_____

_____

_____

_____

_____

Date _____ Signed _____

DEPARTMENT OF EDUCATION
ESEA TITLE I TEACHER-TRAINEE PROGRAM

1975-76

OBSERVATION AND INTERVIEW RECORD

Name of Trainee: _____

School Assignment: _____

Dates	Anecdotal Record	Signed

DEPARTMENT OF EDUCATION
ESEA TEACHER-TRAINEE PROGRAM
ST. THOMAS/ST. JOHN
TRAINEE'S PROFILE

Date_____

I. Personal Information

Name_____ Age_____

Home Address_____ Telephone_____

Mailing Address (If any)_____

II. Academic Information

A. College Program CVI

Courses	Days	Hrs.	Prof.	Courses	Days	Hrs.	Prof.

Total units of credits completed to date_____

G.P.A._____

Academic Objective_____ Other fields of interest_____

_____

Estimated date of graduation_____

B. School Assignment:

School_____(Private, Parochial, Public)_____

Principal_____ Telephone_____

Cooperating Teacher_____ Grade_____

School Schedule_____ _____

(Days and Time)_____

III. Vocational Information

A. Describe prior work experience and length of time: _____

_____

_____

B. Academic and/or Vocational Training _____

_____

IV. Aptitudes and Abilities _____

_____

V. Other Academic and Vocational interests _____

_____

TRAINEE REVIEW

Name_____Date_____

Classification_____

Academic Record

Number of Semesters at CVI _____

Credits Earned _____

Cumulative Average _____

Tentative Graduation Date _____

Teaching Record Based on Observations (Co-operating Teacher and Coordinator's)

Recommendations

Government of
The Virgin Islands of the United States
DEPARTMENT OF EDUCATION
Charlotte Amalie, St. Thomas, V.I.

ESEA TITLE I TEACHER-TRAINEE PROGRAM

TEACHER-TRAINEE _____

ASSIGNED SCHOOL _____

PRINCIPAL _____

COOPERATING TEACHER _____

GRADE _____

SCHOOL SCHEDULE

Fill in Time	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
COLLEGE PROGRAM					